



VOLUME 2, NUMBER 2

MAY, 1972

STUDIES ON SCHOOL COUNSELLING

A survey examining the "Status of Counselling" in the Province of Alberta was conducted by Al Herman and Harold Altman, both Associate Professors at the University of Calgary. This survey was reported in the January - February, 1972, edition of the Alberta Teachers' Association Magazine.

I have selected responses to three questions of a number that were asked of each Superintendent of Schools in Alberta in April, 1970.

Superintendents were asked, according to the educational philosophy they held, to rank in order seven support services that are available to schools; to rank student personnel services in order of their need as they perceived them and to list in rank order the counsellor qualifications they felt desirable. A 1 to 7, 1 to 8, or 1 to 10 point scale was provided for each question (1 was used for the first choice, 2 for a second choice, etc.). Following are the results:

SUPERINTENDENTS' RANKINGS OF SUPPORT SERVICES, STUDENT PERSONNEL SERVICES, COUNSELLOR QUALITIES

<u>Support Services</u>	<u>Value</u>	<u>Student Personnel Services</u>	<u>Value</u>	<u>Counsellor Qualities</u>	<u>Value</u>
Librarians	2.2	Counsellors	2.5	Ability to Relate With Others	2.2
Counsellors	3.1	Remedial Teachers	2.7	Personality	2.7
Secretaries	3.4	Student Personnel Consultants	4.3	Professional Training in Counselling	3.4
Consultants	4.1	Psychologists	4.4	Commitment	3.9
Remedial Teachers	4.4	Health Nurses	4.5	Counselling Experience	5.3
Health Nurses	4.7	Speech Therapists	5.1	Teaching Experience	6.2
Teacher Aides	5.3	Social Workers	5.5	Teaching Ability	6.7
		Visiting Teachers	5.6	Personal Appearance	6.7
				Age	8.2
				Sex	9.3

A study by Ilkka Oksanen, a graduate student at Wayne State University in Detroit as well as a full-time counsellor in a Windsor, Ontario High School and William

Van Hoose, a Professor at Wayne State University, on the "Status of Elementary School Counselling in Canada" was conducted this past spring.

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This study was an attempt to investigate several aspects of elementary school counselling in the ten provinces of Canada. The number of counsellors employed, their professional background, certification and provincial standards for guidance were examined. In February, 1971, a questionnaire was mailed to the Provincial Supervisor of Guidance in each of the ten provinces. Seven provinces responded to the initial request or to the follow-up letter mailed in April,

1971. However, only the data from six provinces was used because one responding province was unable to provide any useful material. In the seven responding provinces a total of 267 counsellors are employed in the elementary schools with approximately half of that number employed on a full-time basis. About 30% have an undergraduate degree in guidance while the remaining 40% possess less than degree training in guidance. The results were:

NO. OF ELEMENTARY SCHOOLS; COUNSELLORS IN 6 PROVINCES; DEGREE & QUALIFICATIONS OF COUNSELLORS

Prov.	Number of Elementary Schools	Number of Counsellors	Number of Full-Time Counsellors	Number of Schools Without Counsellors	Graduate Degree	Bachelor Degree	Diploma	Less Than Dip.
P.E.I.	227	10	8	170			10	
ONT.	5,013	73	60	No Data			73	
MAN.	640	3	3	631	1		2	
SASK.	738	31	23	339	13	7		11
ALTA.	1,120	62	10	No Data	35	9	13	5
B.C.	1,239	88	88	700			88	
Total					49	16	186	16

Of those provinces who were able to provide the data, it was found that 1,840 of 2,844 schools in four provinces had no elementary school counsellors. The Province of Ontario with the largest number of elementary schools did not provide data as to the number of elementary schools without counsellors but it is the impression of the authors that the same ratio (65%) exists in that province. It also must be noted that this can be a very misleading statistic, because the counsellors are often employed in the most populated areas and thus are able to serve a greater percentage of the total school population. British Columbia reported that such was the case in that province.

70% of the counsellors were reported as having a diploma or less than diploma qualifications. The remaining 30% were professionally qualified by virtue of

Bachelors, Masters or Doctoral standing in Guidance. Diploma qualifications usually involved summer courses or in-service professional training by a school district. (Note that the use of Diploma is not the interpretation familiar to Albertans. In Alberta a Diploma in Counselling is awarded on the basis of successful completion of four accepted courses of a graduate counselling program at university).

An earlier study of elementary counselling in Alberta (Altman and Herman, 1970) indicated that the program in that province was in its infancy. A similar picture can be drawn for those provinces covered by this study. The authors suggest that it is also too early to predict the future of elementary school counselling in Canada.

MATERIALS AVAILABLE FROM THE BRANCH

In addition to those materials and publications listed in the February, 1972 issue of "Spotlight" the following materials are available from this office on request:

- "Summer Jobs for Students"
- "Health Careers in Alberta 1972"
- "Employers of New University Graduates 1971 - 1972 Directory"
- "Apprenticeship Training"

The following materials and publications are available by writing to the

addresses provided below:

- "Drugs - Handle With Care" - Department of National Health and Welfare, Federal Building, Edmonton, Alberta.
- "Requirements and Salaries - Community College Graduates" - Professional and Technical Occupations Division, Department of Manpower and Immigration, Ottawa, Ontario.
- "Requirements and Salaries - University Graduates" - Professional and Technical Occupations Division, Department of Manpower and Immigration, Ottawa, Ontario.

VIDEO TAPES

The following half-inch video tapes are in the process of being completed and will be made available to interested educators upon request by September, 1972. Please send your requests to: Visual Education, Audio Visual Services Branch, Department of Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta.

- 1) The Career Fair Project
 - description of what a Career Fair is all about.
- 2) The Elementary School Counsellor
 - dialogue with Dr. Gene Fox, University of Alberta, concerning the training, need for, and function of the elementary school counsellor.

- 3) The Elementary School Counsellor Role
 - depicts the daily activities of Mr. Les Wood, counsellor at Athabasca Elementary School, Athabasca, Alberta.
- 4) The Staff Development Program in the Edmonton Public School System
 - dialogue with Al Nichols and Murray Jampolsky covering the implications of this program for school counsellors.

Plans are under way to produce more video tapes, areas under consideration now are "Learning Disabilities and Remediation Procedures", and "The Role of the Teacher - Counsellor". Any suggestions and contributions from the field are welcomed.

WHAT DO YOU THINK? "A boy has many needs and among the most basic is skill in looking at himself realistically and to believe in himself as a person of worth. When you whittle him down and weaken his self-image, you pull the rug from under him. When you help him to have new courage and self-confidence, you bolster his resources. Do whatever you can to help a boy to see himself realistically and with courage. Help him to develop his usefulness and to find his place in the world." So says Walter MacPeck in Scout Leaders in Action.

IMPORTANT DATES TO REMEMBER

Counsellor Leadership Seminar
July 10 to 21, 1972, Alberta School for the Deaf.

For further information write to Dr. H.W. Zingle, Department of Educational Psychology, University of Alberta.

A.T.A. Guidance Council and Counselling and Guidance Branch Conference
October 20 to 21, 1972, Edmonton.

Survey of Alberta Personnel in Pupil Personnel Work

In an effort to identify the pupil personnel force in Alberta this survey was conducted by the Branch for the 1971-72 school year. The survey is descriptive in nature. It seeks only to report data obtained from school jurisdictions across the Province.

FINDINGS

TABLE I PUPIL PERSONNEL EMPLOYED THROUGHOUT THE PROVINCE (In Numbers)

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
Guidance Teacher	2	12			4	46	64
Guidance Counsellor & Administrator					1	21	22
School Psychologist	10	4	15	2	2	1	34
Counsellor	84	26	85	33	40	117	385
Guidance Consultant				11		1	12
Clinician	7	1	17	3	2	6	36
Speech Therapist	4		9	4	1	2	20
Social Worker	7	1	4	1			13
Guidance Teacher & Counsellor	10	3	49		10	33	105
Director or Super- visor of Guidance	1		2		1	21	25
Pupil Personnel Administrator		4	1	1	5		11
Visiting Teacher			20	1			21
*Other Supervisors			5				5

*(home visiting teachers, clinicians,
administrative assistants, etc.)

TOTAL	753
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TABLE II COUNSELLORS EMPLOYED THROUGHOUT THE PROVINCE

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
Guidance Counsellor & Administrator					1	21	22
Counsellor	84	26	85	33	40	117	385
Guidance Teacher & Counsellor	10	3	49		10	33	105
						TOTAL	512

TABLE III

HIGHEST QUALIFICATIONS ATTAINED BY COUNSELLING PERSONNEL

	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
No Degree	2		13		2	24	41
Undergraduate Degree	6	4	27	9	25	82	153
*Graduate Diploma	66	12	32	12	13	33	168
Masters	19	12	62	11	11	32	147
Doctorate	1	1		1			3

*(Diploma refers to four graduate courses beyond a baccalaureate degree)

TOTAL 512

TABLE IV

PERCENTAGE OF TIME SPENT COUNSELLING
BY
(COUNSELLORS)

	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%	TOTAL
Edm. Pub.		1		1				2		9		1		2	3	2	1	4	4	54	84
Edm. Sep.									1	2			2	1	3	1	1	3		12	26
Cal. Pub.		8	4	1	2	5		1	1	8		6					2	3		44	85
Cal. Sep.													5	2		1				25	33
Other Cities	1	2	2	2	1	1	1			6						1	2	2	1	18	40
Rural	4	17	2	6	10	2		5	1	22	1	1	1	3	4	1	3	2	1	31	117
TOTALS	5	28	8	10	13	8	1	8	3	47	1	8	8	8	10	6	9	14	6	184	385

DISCUSSION

This survey reconfirms earlier observations that school counsellors are improving their professional qualifications. Over 60 percent of Alberta counsellors have achieved "graduate diploma status" or better.

The hiring authorities of individual school jurisdictions throughout the Province determine criteria for the hiring of counselling personnel. For the most part, the following criteria are used:

1. Teacher certification in the Province of Alberta and demonstrated successful teaching experience and working relationships with students and staff.
2. Graduate work in school counselling.
3. Personal desirability to work in this area of education.

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WHY WE NEED YOU
Submitted by J.G. Paterson, President, C.G.C.A.

It is a real pleasure for me to again communicate to counsellors throughout the Province of Alberta through this medium. With changing times in Alberta there appear to be more and more guidance counsellors that I have not yet had the opportunity of meeting and it is important, I think, that we take every opportunity to keep in touch with each other and discuss what is happening in the field. In spite of budget cuts, accountability, system programming, etc., recent discussions from the Provincial Government have given us hope in our profession that we may get a long needed "shot in the arm" if recommendations from the Blair Report are really implemented.

In this article I have been asked to talk about the Canadian Guidance and Counselling Association which is easy for me to do. However, I would like to approach it a little differently by attempting to show you what membership in this association can mean for you as a practicing counsellor. There is a feeling right across Canada that in many areas we are doing things well and have for too long shown some kind of inferiority complex about our counselling programs. In my view it is indeed time to band together and find out what is happening here in our country from one coast to the other. This can be done and is being done through professional literature like the Canadian Counsellor and the C.G.C.A. Bulletin. By both reading and writing in the publications counsellors are able to communicate with each other and share ideas. This feature is particularly important now when educational budgets are under attack from one part of the country to the other.

The Canadian Guidance and Counselling Association was formed at a Founding Conference in Niagara Falls in 1965, largely as a result for a need for communication among counsellors of different kinds. Our membership has always been open to different types of counsellors

and at the present time our membership includes social workers, manpower counsellors, psychologists, counsellor educators, university counsellors, pastoral counsellors, as well as school counsellors. It was felt then, and this feeling is still reflected on the Board of Directors that there is a need for an inclusive rather than an exclusive association of counsellors across this country, where we can share ideas on how best to work with people with many kinds of questions and problems. The fee for joining our association as a full member is \$25 per year and an associate membership costs \$20, while a student membership costs \$10.

From our early beginnings our association has grown by leaps and bounds, both in terms of membership and stature. Major conferences have been held since our founding in Quebec City, Edmonton, and Toronto. In preparation for our Edmonton conference some 200 memberships were sold in Alberta and counsellors from one part of the Province to the other rallied to put on just a fantastic show. Our association is now planning a 1973 Canada wide conference in Winnipeg. To share ideas at these conferences is another useful and fruitful reason for joining the Canadian Guidance and Counselling Association. Through this association we have kept in touch with trends in vocational counselling through our affiliate membership in the International Association of Vocational Guidance. A past president of our association will be serving as host to the World Congress of this Association in Quebec, 1973. While many Albertans are expected in Winnipeg, it is also my hope that some of us will have the opportunity to travel to Quebec City to meet counsellors from all over the world.

Our objectives then, are to work together and share information. More formally they have been listed by our Board of Directors as follows:

1. To be alert to the basic philosophies underlying educational, economic and social goals, especially as they relate to the individual freedom and responsibility

and to keep in the forefront of development in human understanding.

2. To foster the interests and endeavours of all those who are engaged in guidance and counselling by promoting contacts amongst diverse persons, agencies, organizations, professional associations, business and institutions, participating directly and actively in the work of education, vocational, and personal guidance and counselling for youth and adults.
3. To provide facilities for exchange information relating to guidance and counselling.
4. To work towards the development and coordination of existing guidance and counselling services.
5. To work through communities and private agencies and governmental and educational authorities and

collaborate with other professional associations towards improved conditions, resources, research and facilities for guidance and counselling.

6. To provide an official voice for Canada in international associations at conferences relating to guidance and counselling.

We really feel our association is a young and vital one, worthy of your support. If you agree, I am sure you can get membership forms from Dr. Harvey Zingle, who is in charge of Counsellor Education Programs, University of Alberta. Harvey is the Alberta Provincial Director of our Association. If you find him difficult to reach, our C.G.C.A. main office is on 1000 Yonge Street, Toronto, and our treasurer is Rolly Fobert. If you trust neither of these gentlemen, please write me directly for data and membership forms. I hope soon to be able to welcome you to membership in person.

DETERMINING LOCAL POLICY REGARDING THE USE OF STUDENT SCHOOL RECORDS

Privacy of school records continues to be an important issue facing educators today. This issue centres on questions of what records do the schools collect, how extensive should this collection be, and who has the right of access. Two critical problems emerge. The first of these is social in nature. It is the question of an individual's privacy. The second problem is a legal one. The question here concerns what information about an individual's activities should be available to the public. These matters bear investigation and all school jurisdictions in the Province should have a written policy defining the maintenance, release and use of student information.

The Branch has prepared a Hand-

book for the Cumulative Guidance Folder (June 1970) with an accompanying Alberta Cumulative Guidance Folder for perusal. The Handbook contains guidelines for consideration by school jurisdictions in the establishment of policy regarding the use of student school records. These guidelines deal with the matters of consent prior to the collection of student data, the classification of data collected and the dissemination of data. Briefly, the strategy suggested is to classify student information into one of three categories according to the extent of confidentiality and accessibility of the information. Nothing other than essential and educationally relevant data should be retained. The data contained in these categories should be reviewed periodically to determine its educational relevance.

TRM

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

N.A.I.T. Pre-Technology Programs
Submitted by F. Boodram,
Sr. Instructor.

This program provides students with the academic prerequisites for entrance into the following Technology programs:

Air Conditioning & Refrigeration	Architectural
Drafting	Chemical
Surveying	Electrical
Gas	Earth Resources
Instrumentation	Heavy Duty Diesel
Telecommunications	Materials
Civil	Building -
Food	Construction
Plastics	Electronics
	Industrial -
	Production

Basically there are three routes available.

Program A: is designed for the mature student with a minimum of formal schooling and for the student that needs a slower pace of instruction. This program commences in September 1972.

Program B: is for the student with some course credits from Grades XI or XII. The instruction is somewhat at a faster rate than program A. This program has three distinct starting periods namely: September, January and March.

Program C: is for the above average student who requires credit in specific courses only. This program starts in July and at the beginning of each month.

N.A.I.T. High School Relations
Program - Submitted by
S.M. Checkley, Head, Student
Counselling Center

Two years ago, N.A.I.T. developed a

High School Relations Program under the direction of the Student Counselling Center. The following six zones were established:

1. Peace River, High Level and Grande Prairie areas;
2. St. Paul, Bonnyville and Fort McMurray areas;
3. Whitecourt, Hinton and Jasper areas;
4. Drayton Valley, Wetaskiwin and Red Deer areas;
5. Vegreville, Vermillion, Wainwright and Lloydminster areas; and
6. Camrose, Sedgewick and Drumheller areas.

A zone representative was appointed with the following responsibilities:

1. attempt to make a visit to each high school in the zone at least once a year to provide each school with current information about the N.A.I.T. programs.
2. be a contact person at N.A.I.T. who can
 - a) provide consultative services by telephone when required
 - b) disseminate pertinent information as it is requested and/or as it becomes available and
 - c) arrange for a resource person from one of N.A.I.T.'s programs to speak to the students and staff in the school when requested.

Each counsellor who is assigned to this program and the Registrar usually conduct a one week fall tour in October or November and a spring tour in April or May.

The response by the high schools to this program has been very enthusiastic.

In summary, it is hoped the program provides not only better liaison with the schools but also a better base for students to make a realistic vocational decision.

DEPARTMENT OF EDUCATION REGIONAL OFFICE GUIDANCE CONSULTANTS

Calgary - Submitted by
L.J. McKenzie

During the past six months an evaluation of guidance services was conducted in a number of schools in Southern Alberta. In six of these schools questionnaires, prepared by the Guidance Branch of the Department of Education, were administered to a sampling of both teachers and students in an attempt to obtain a more objective view of guidance services in each school. Although there was considerable variation in the answers from school to school, and in many of the conclusions arrived at, four general areas of concern seemed to emerge:

- 1) The need to establish goals and objectives for the guidance program, and to communicate these to staff members and to the public.
- 2) The need to improve communications with staff, students and parents. An excellent summary on this area was given in the February 1972 issue of the "Spotlight".
- 3) The need to involve staff members in the activities of the guidance program. The effectiveness of the guidance program is increased considerably when staff members, at their level of competency, become involved with the concerns of students.
- 4) The need for a regular evaluation of guidance services to determine the degree to which the established objectives have been met. Students and teachers should play a major role in such an evaluation.

Edmonton - Submitted by
P.J. Baker

Some interesting developments

are taking place in guidance and related areas in the Zone 3 region. There appears to be an increasing interest and concern on the part of administrators and teachers in developing and improving guidance programs in schools at both the elementary and secondary levels. At the present time, however, many school boards are faced with serious financial problems and are examining ways and means to resolve these. Cuts in teaching staff and in instructional programs may be a distinct possibility in some systems. There are already some indications that guidance personnel and school guidance programs are under close scrutiny. It is hoped that all school personnel will continue to work toward the improvement of guidance services in schools in the knowledge and belief that guidance should be given high priority in the organization of school services.

There are still many schools where organized guidance services are either non-existent or very minimal. It would be well to take a realistic approach and examine the possibilities of developing a school guidance program through maximum staff involvement. Through in-service work and staff development, where one staff member assumes the role of guidance leader or coordinator, a guidance program offering at least some guidance services to students may be developed. The role of the teacher in guidance would hence gain greater emphasis and be more clearly defined.

Guidance and learning disabilities have been receiving considerable emphasis at various teachers' institutes held during the past two or three months. Learning disabilities and programs of remediation, particularly where they apply to the moderately disabled child in attendance in regular classrooms, continues to be of concern to many teachers.

The first meeting of the Grade IX Guidance Curriculum Committee was held on March 27, 1972, at the Edmonton Regional Office. Members are: P.J. Baker, chairman; H. Sherk, Associate Director of Curriculum,

Edmonton; Dennis E. Grant, Assistant Superintendent, County of Grande Prairie; Mrs. Kay R. James, Counsellor, Calgary; T.R. Mott, Supervisor, Counselling and Guidance Branch, Edmonton; Mrs. Ruth M. Daw, Counsellor, Lethbridge; and Mrs. Mary Ann Miles, Counsellor, Edmonton Separate Schools. Discussions centered around objectives, the present authorized text, the multi-textual approach, strengths and weaknesses of the present curricular content, the advisability of a sequential junior high guidance program i.e. grades 7, 8 and 9, and the adoption of a broader view of guidance such as to encompass elementary, junior and senior high school. Feed back from counsellors and teachers in the field would be greatly appreciated. Suggestions may be sent to the chairman at the Edmonton Regional Office. Another meeting is to be held on May 29th, 1972.

The School for the Deaf in Edmonton has developed a Provincial Resource Centre with highly trained specialist personnel to assist hearing-impaired children. These children require effective and specialized support services in the form of audiologists, speech pathologists, teachers of the deaf, psychologists and social services such as guidance and counselling. The centre will assist Regional Offices and all school jurisdictions. Services will include diagnosis and assessment of hearing-impaired children, guidance and counselling to parents, teachers and administrators, liaison services, advice and assistance to school authorities in the development of appropriate programs and in-service training of teachers. Personnel are prepared to visit schools and provide services such as testing all children in opportunity rooms and special education classrooms. Schools are encouraged to take advantage of these services. Requests or inquiries may be made through the Regional Office. Referrals for diagnosis and assessment may be made by letter directly to Mr. F.G.F. Cartwright, Superintendent, Alberta School for the Deaf, 6240 - 113 Street, Edmonton, Alberta.

Grande Prairie - Submitted by
Joe North

Considerable concern is still shown

in the zone with regard to meeting the needs of learning disabled children.

The Grande Prairie Kiwanis Club, chaired by J. North, Youth Services Committee is presently working on an occupational contact booklet of some 200 people actively engaged in different occupations. It is intended that the names and phone numbers of these occupational contact individuals be available for use by any students who would like to find out firsthand the nature and future prospects of certain occupations. A contest is being held in the Grande Prairie grade nine classes to select an appropriate name for the booklet.

This past month saw our office host the monthly Inter-Agency Meeting. Usually once a month, Jean Lowe, the Director of the Preventative Social Services in Grande Prairie, sends invitations to some forty agencies (e.g. Ministerial Association, Guidance Clinic, Social Development, Family Services, C.M.H.A., etc.) inviting representatives of these agencies to a coffee hour beginning at 10:00 a.m. These meetings of the "helpful professions" prove to be very informative. It is extremely helpful to establish contacts on a first name basis as well as to find out how they may be able to assist us with our work.

On May 9th I will conduct a Seminar on Guidance Services for guidance coordinators (and board members) in Northern Alberta (Zone 1). We hope that in addition to covering specific topics in the guidance field, an opportunity will be provided for the participants to discuss items of common concern.

In response to requests for information on certain topics, I have prepared and made available from our Grande Prairie Regional Office of Education, papers on the following: The Administrator's Role in Guidance, Case Study Outline, Considerations for the Revision of Report Cards, Guidelines for Organizing Individual Projects, Guidelines for A System-wide Testing Program Handbook, Natural Groupings Through Sociometry, New Approach to Misbehavior (Chart), Suggestions for Securing a Summer Job, and The Role of the Teacher in Guidance.

INDUSTRIAL EDUCATION

Submitted by Dr. J.D. Harder,
Inspector of High Schools.

Industrial Education Seminar

The Department of Education Industrial Education Consultants annually sponsor an invitational seminar on developments in that field. On May 5, reports will be given on the results pilot schools have had through using the modular approach for scheduling vocational courses, the new industrial education program, how students can program their courses to achieve more satisfying school experiences, the grant structure, work experience and others.

The seminar is planned to provide yet another medium of communication between the Department and teachers, administrators and counsellors.

Industrial Education Handbook

The Industrial Education consultants are preparing a special handbook to help teachers and counsellors plan more effective career patterns with students. It will outline objectives, programs available, program organization, methodology, reference materials, safety and evaluation procedures. Publication is expected to be in June.

The Canadian Vocational Association Convention will be in
Edmonton, May 31 - June 2, 1972.

The theme of the conference is "Now for Tomorrow" and will attempt to define the problems faced by industry and education in terms of environment, population, economics and social change. Evaluation of programs and adult learning practices will be considered.

UNIVERSITY OF CALGARY

Submitted by Dennis Maier,
Chairman, Graduate Student
Advisory Committee.

Graduate students in Counselling Education, at the University of Calgary, and staff members of the Division, recently

met to probe the topic of greater involvement by the graduate students in the functions of the Division. A general consensus was quickly reached since both the staff and students had before and established independent points-of-view that such involvement was desirable.

An advisory committee to the Division was created from the general graduate student body in counselling. At the present time and for the immediate future this committee will be meeting regularly with the staff to provide a student perspective on the organization of the courses and programs of the Division for next year, plus an evaluation of the past year's courses. Significance of this committee's involvement has been enhanced by the granting of voting privileges to one of its members.

The student committee, in addition to this involvement with the staff, hopes to perform a meaningful role in terms of the professional development of graduate students in counselling. It is anticipated that commencing early next fall, seminars and general discussion groups, featuring individuals from the professional counselling community in Calgary, will be invited.

UNIVERSITY OF ALBERTA - COUNSELLOR LEADERSHIP
SEMINAR (Edmonton, July 12 to 21, 1972).

Submitted by Dr. H.W. Zingle.

The purpose of the Seminar is to update practicing counsellors on current thinking, research and practice in counselling. In order to facilitate communication between administrators and counsellors several sessions will be held jointly with the Principals Leadership Seminar.

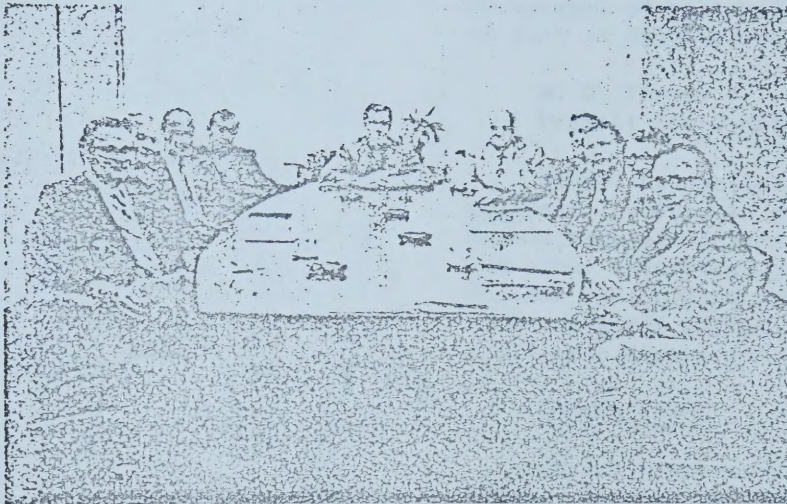
Following are the topics of the proposed program: *Individualized Education, Learning Disabilities and the Counsellor, Application of Reality Therapy to the Schools, Humanizing Education, The Problem Child, Working with the Family, Working with the Primary School Child, the Community School, New Trends in Vocational Guidance, Improving Communication in the School, Behavior Modification and the Counsellor, and The Home and Education.*

For registration forms or information please write:

Dr. H. Zingle,
Faculty of Education,
University of Alberta.

FOCUS ON

PUPIL PERSONNEL DIRECTORS ASSOCIATION (Northern Alberta)



From Left to Right: Martin Russ, Bernie Fossen, Steve Sieben, Ben Bachman, Jim Welsh, Kyser Gyani, Terry Mott, Neil McDowell, Bert Frey, Dave Thomas

The idea for the formation of the P.P.D.A. came to a number of "guidance administrators" during the counsellors' conference organized by Dr. Larry Ferguson in the autumn of 1969. Bert Frey from Strathcona, Steve Sieben from Sturgeon and Dave Thomas from St. Albert, were sharing ideas in one of the cabins at Camp He-Ho-Ha when they realized that the needs of "guidance administrators" differed in some specific areas from the needs of counsellors. Instead of a major focus of concern on counselling, the "guidance administrators" spend most of their time assisting in special education, making referrals, working with schools and agencies outside the district, testing and organizing inservice

programs for teachers and school counsellors. A great need was felt for "guidance administrators" to get together to help one another to share ideas, to learn about educational programs, to become informed about agencies by visiting them and to keep up to date regarding materials, tests and research. It was from this need that the P.P.D.A. developed.

The organizational meeting was held in the Sturgeon School Division Office in December of 1969. Steve Sieben was chosen to act as coordinator. Others at the meeting were Bert Frey, Dave Thomas, Kyser Gyani of Lac Ste. Anne, Gerald Porter

from Leduc, Neil McDowell from Parkland, and Peter Palmer, also from Sturgeon. Each of the members present had different titles, including: supervisor of guidance, director of counselling, school psychologist, pupil personnel supervisor, and guidance coordinator. It was decided to call the new organization the Pupil Personnel Directors Association (or P.P.D.A.).

Since the time of organization the P.P.D.A. has met almost once a month during each succeeding school year. Meetings have chiefly been held in school board offices - including Strathcona, Sturgeon, Parkland, Bonnyville, St. Albert, and Edmonton Separate. Meetings have also been held at different agencies - including the Guidance Clinic, the School for the Deaf, the Faculty of Education - University of Alberta, Alberta Vocational Centre in Edmonton, the Diagnostic and Treatment

SEMINAR ON COUNSELLING IN SCHOOLS - CALGARY, MAY 5-6, 1972.

Dr. J. W. Quinn, Director of Pupil Personnel Services, with the Calgary Separate School System in cooperation with his school counselling staff recently held a very worthwhile and well-attended Seminar on Counsellor role and effectiveness.

The program consisted of the following topics: History of Counselling Services; 1971-72 Project in Accountability; Elementary Counselling; Model Schools; Essential roles, formulation of counsellor effectiveness measures; detailed data pictures of accountability project; Clusters, conclusions, new directions; Panel discussion and open forum.

Panel participants were: Mrs. M. Green, Chairman, Board of Trustees, Calgary Catholic Schools; Mr. D. Feltham, Supervisor of Guidance, Calgary Public Schools; Dr. H. Altman, Division Counsellor Education, University of Calgary; Mr. D. Taylor, Principal, St. Francis High School; T.R. Mott, Supervisor of Guidance, Department of Education; and Counsellors from Calgary Catholic Schools, Calgary.

SPRING SEMINAR OF NORTH-EASTERN ALBERTA REGIONAL GUIDANCE COUNCIL OF THE A.T.A. ST. PAUL REGIONAL HIGH SCHOOL, FRIDAY, MAY 19, 1972.

Topic: "The Blair Recommendations; Cure or Pain?" featuring Dr. W.R.N. Blair as speaker and commentator.

Centre, and the Industrial Research and Training Centre in Edmonton.

The meetings have proved to be very valuable to the members and the exchange of ideas, plans, programs, and materials very useful. As members learn what other members are doing, new programs and new procedures can be implemented, old programs and procedures revised. These changes ultimately give help to the children we are serving.

The organizers of this Association are to be commended for developing a very meaningful and viable organization for professional development and growth of its membership. Perhaps other areas of this Province could profitably consider the advantages of patterning the development of such an Association.

W. D. Thomas

Present Coordinator of the P.P.D.A.

School Counsellors, administrators, teachers involved in guidance, school boards, social workers, health workers, and other interested parties attended. Seminar participants analysed and reacted to Dr. Blair's address and a lively and profitable discussion developed.

CAREER FAIRS

Career Fairs were held in Lethbridge, Brooks, Ponoka, Camrose, Vegreville, Bonnyville, Stony Plain, Hinton, Drumheller, Olds, Peace River and Athabasca, in the months of February and March, 1972. These Fairs were notably of creditable calibre. These successes are directly attributable to the efforts extended by school personnel (particularly the school counselling staffs), students and the community, in planning and developing local arrangements for hosting the Career Fair and also the high quality of resource people who provided information and worked with the students.

Efforts are under way to plan the 1973 Career Fair project. School jurisdictions interested in hosting a Career Fair are encouraged to communicate their interest to the Supervisor of Counselling and Guidance within the next month.

